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ABSTRACT

This handbook for parents stresses the ways in which children benefit when the responsibility for education is shared by the school and the home. The first section of the handbook proposes that parents' attitudes and their relationship with their children may be the most influential factors in children's success in school. It further proposes that the home setting should be a learning environment that helps children develop good study habits. The second section encourages parents to model active learning by reading aloud to their children. Several children's books at various reading levels, 24 children's magazines, and 6 resources on parent involvement, are suggested. The third section discusses practical activities that can be done at home or in other family settings to help children succeed in school. An extensive list of such activities is provided. (BC)

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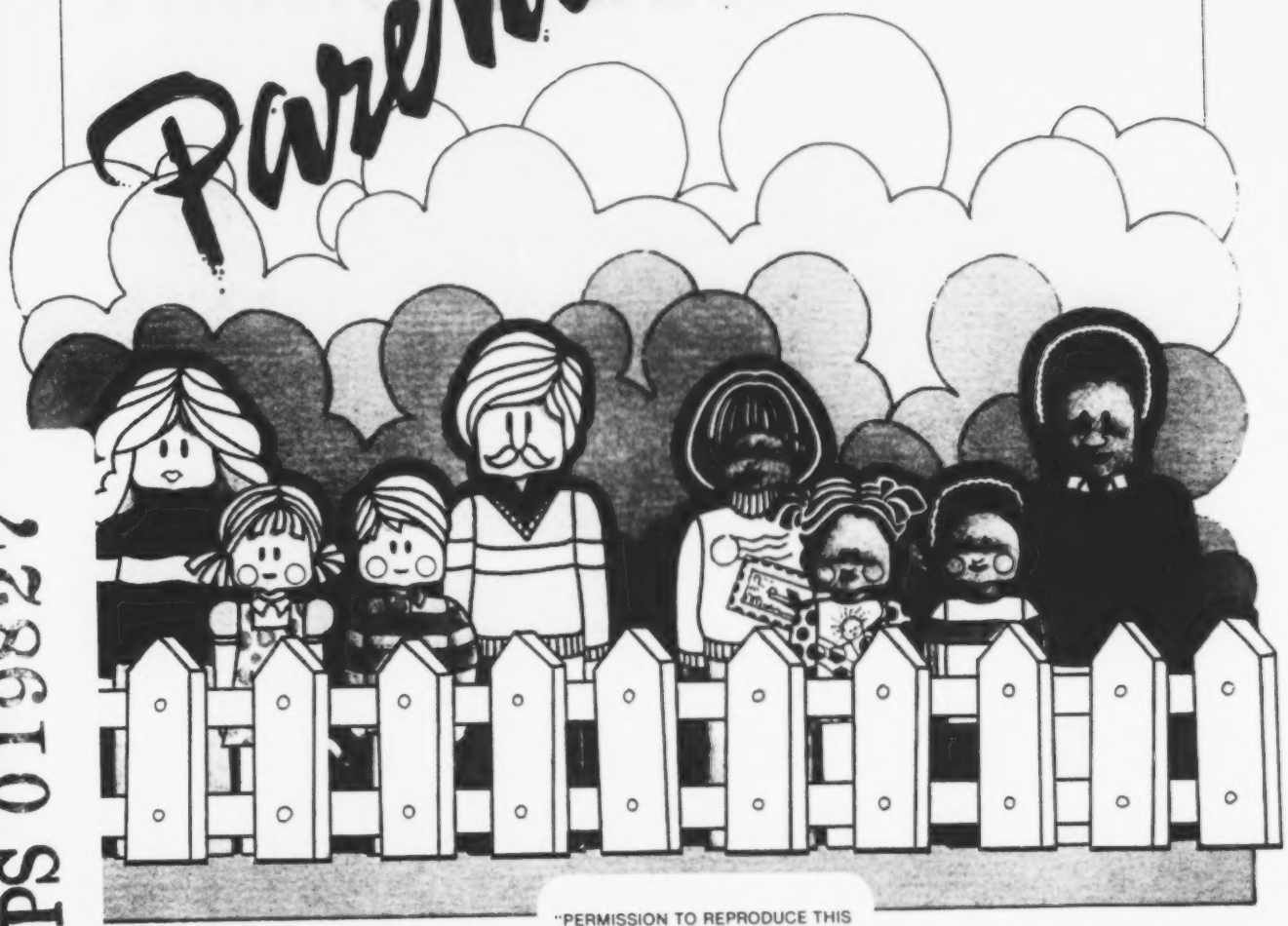
Parent Booklet



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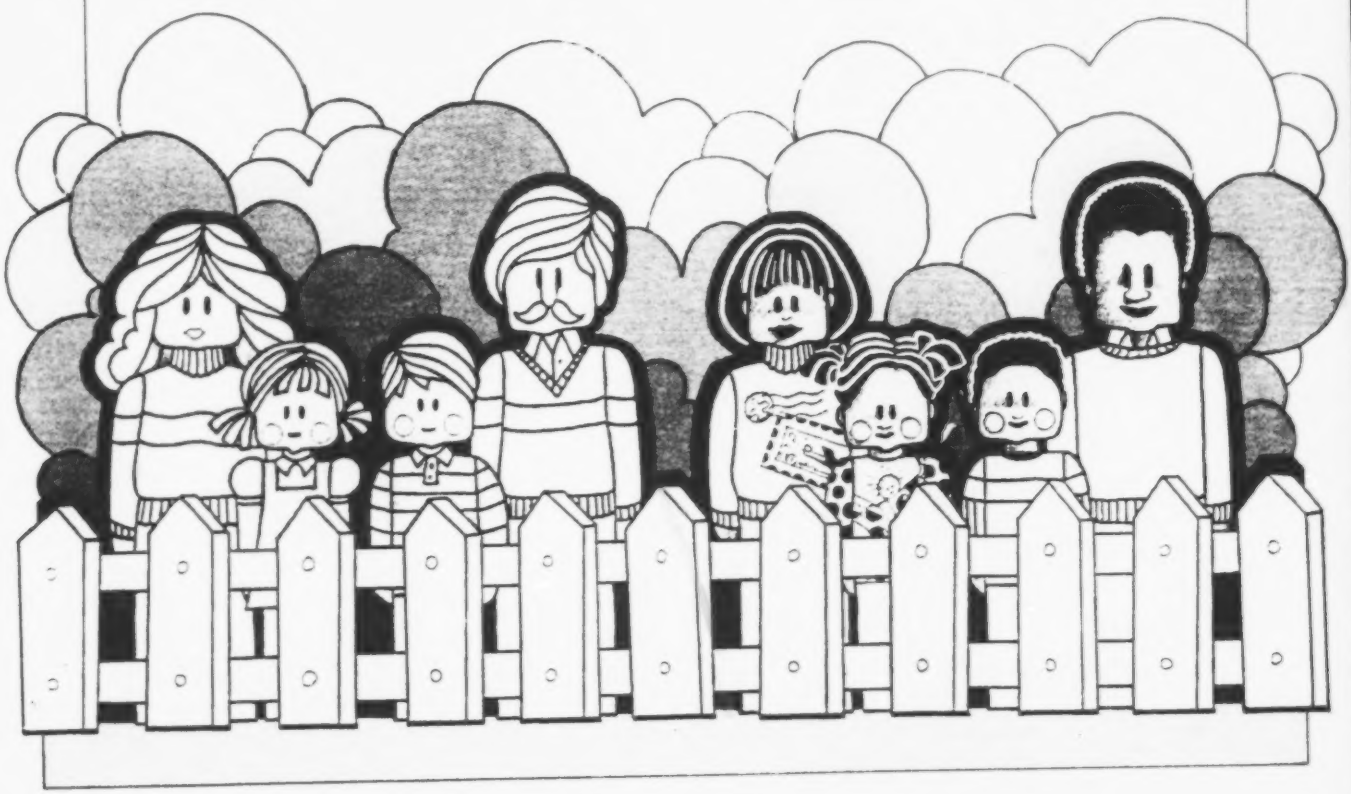

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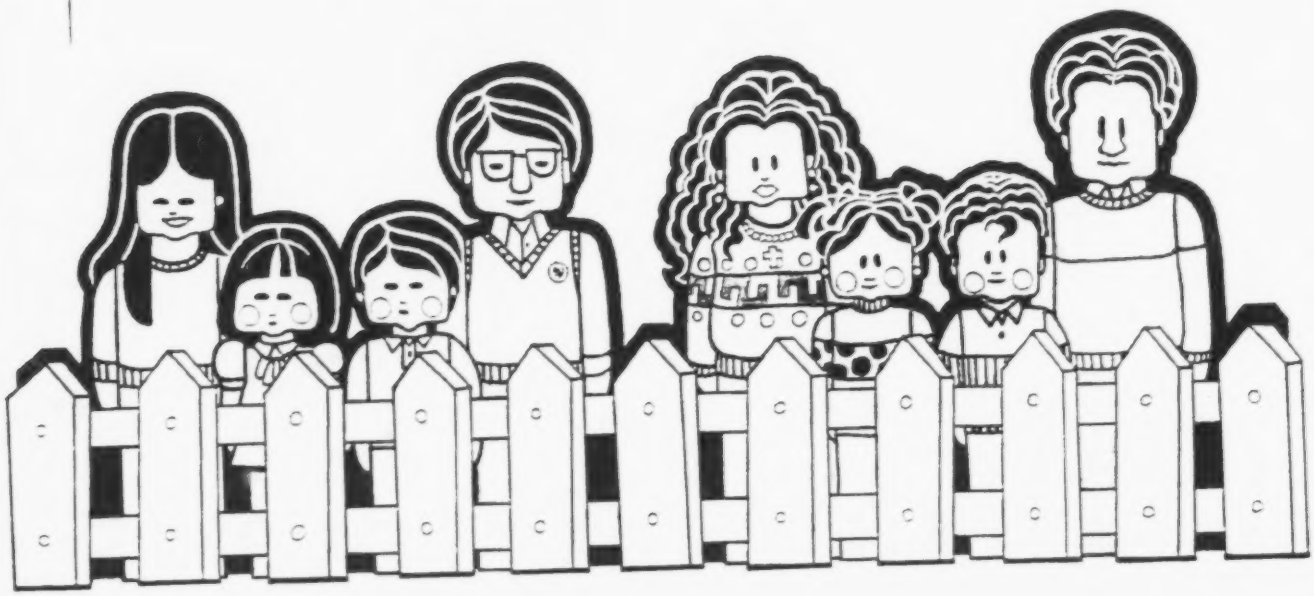
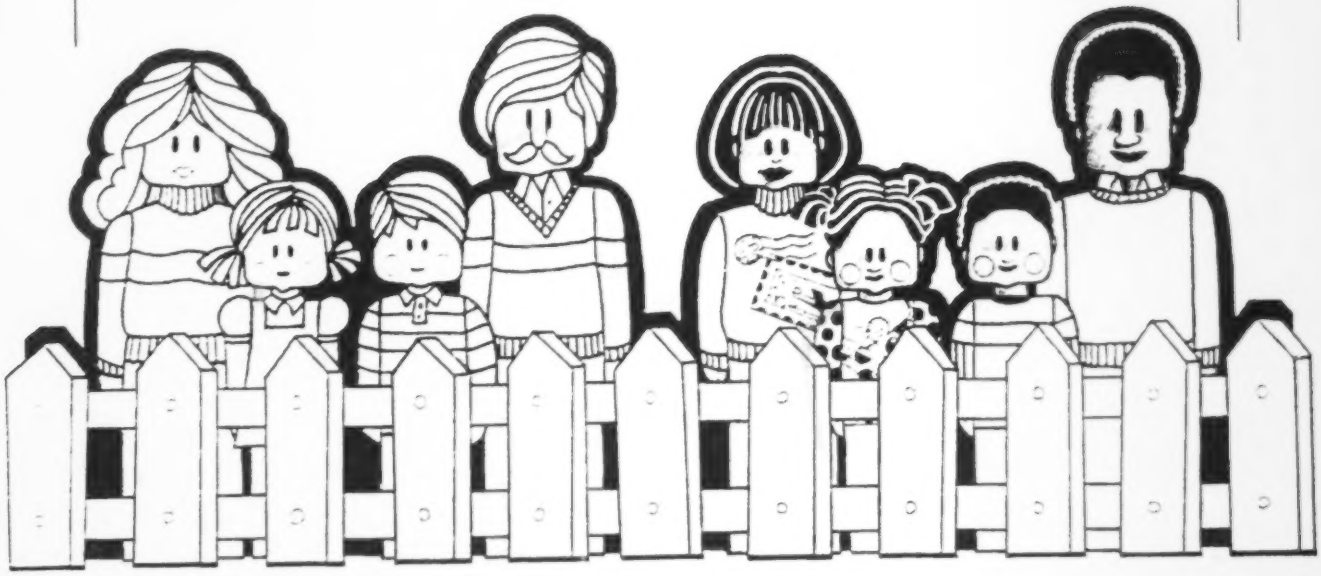
DEAR PARENT OR GUARDIAN,

When the responsibility of education is shared by the school and the home, everyone benefits; the child, the parent, and the teacher. A child's chance of being successful in school and in life will be increased to the extent that his home and school work together. One of the most valuable contributions you can make as a parent is to show your concern and your willingness to share in the learning experience. Parents are their child's first and most continuous teachers.

Research shows that when parents become actively involved in their child's education, school work does show improvement. As parents, you can strive to make the home another learning environment for your child.

H. Dean Evans
Superintendent





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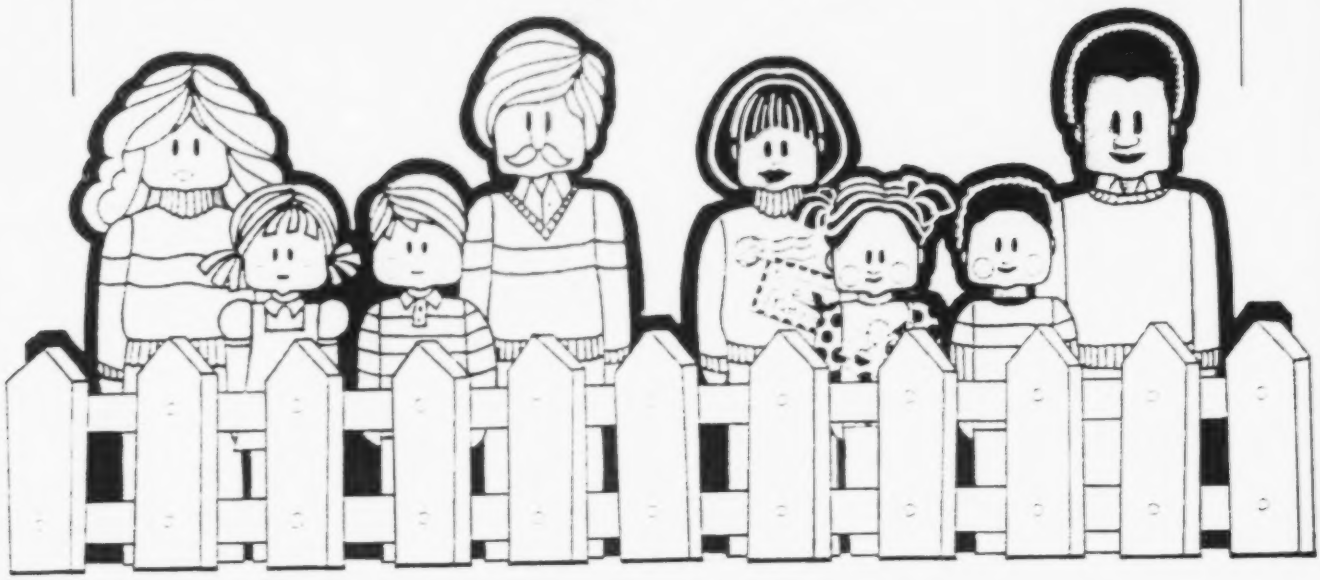
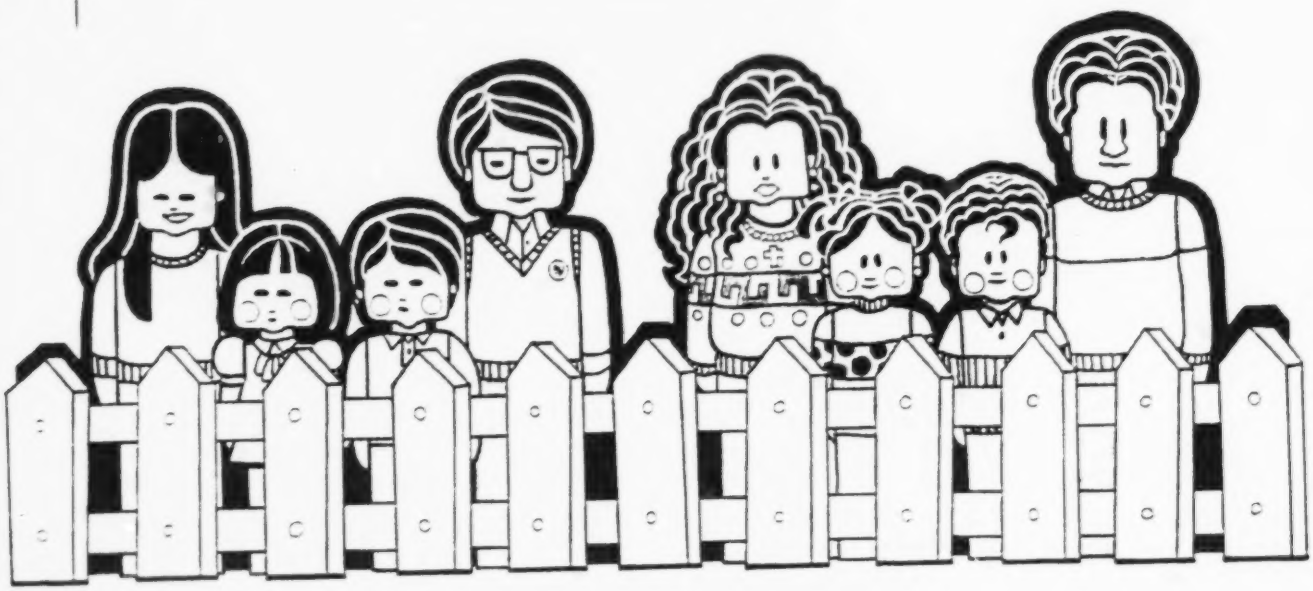
THINGS TO DO
CAT



GET READY

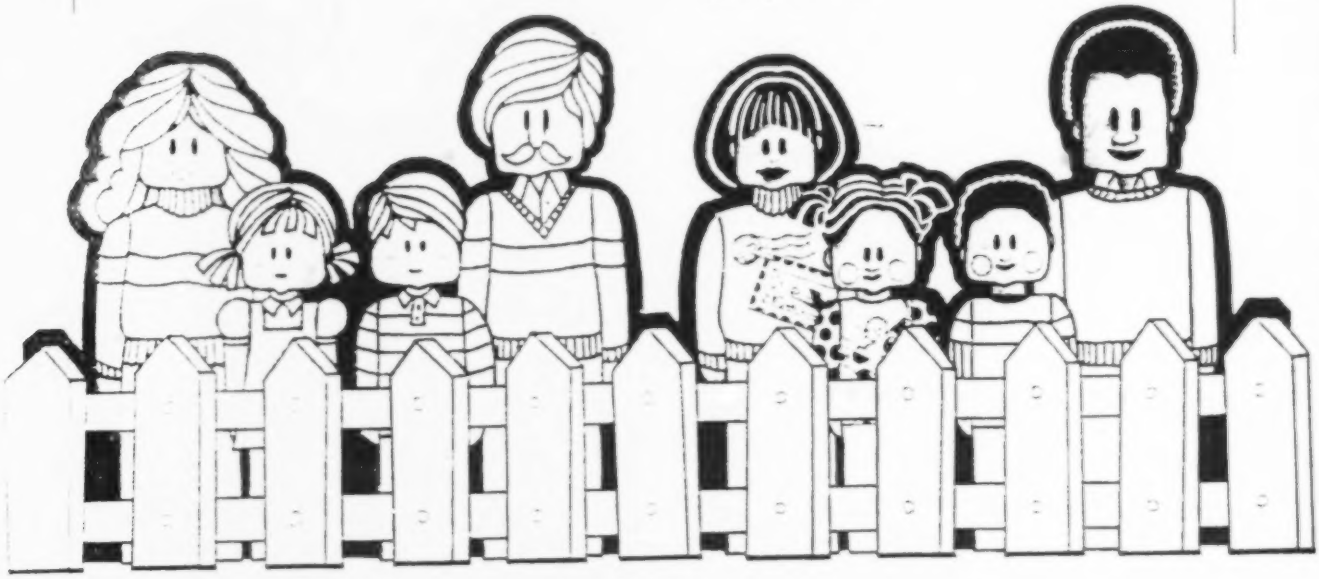
YOU can create a "curriculum of the home" that **teaches** your child what matters.



Children Learn What They Live

If a child lives with criticism,
He learns to condemn.
If a child lives with hostility,
He learns to fight.
If a child lives with ridicule,
He learns to be shy.
If a child lives with shame,
He learns to feel guilty.
If a child lives with tolerance,
He learns to be patient.
If a child lives with encouragement,
He learns with confidence.
If a child lives with security,
He learns to have faith.
If a child lives with approval,
He learns to like himself.
If a child lives with acceptance and friendship,
He learns to find love in the world.

Dorothy Law Nolte

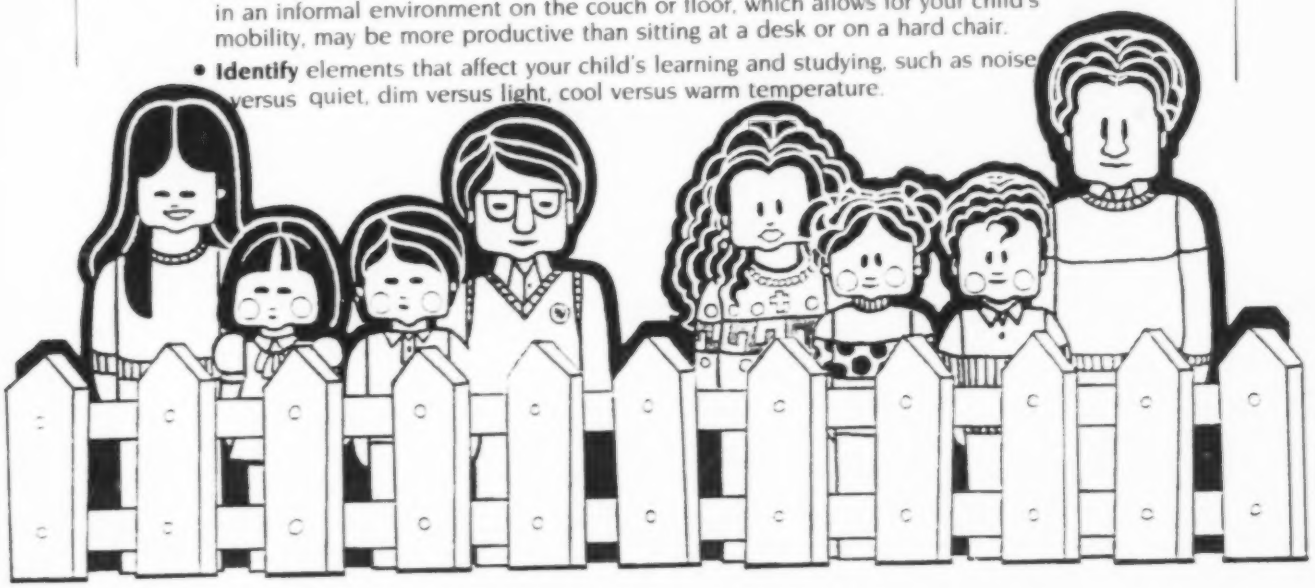


YOUR ATTITUDE, BEHAVIOR, and RELATIONSHIP with your child may be the most influential of all in determining success in the school setting.

- **Demonstrate** a positive, patient, and enthusiastic attitude toward learning and studying.
- **Consider** realistic expectations from your child. Cooperation and information exchanged between the teacher and you will help to determine *specific* activities for improved academic achievement.
- **Consistency** with firmness will provide your child the proper structure for acceptable behavior.
- **Praise**, smile, and hug your child during study time to reinforce motivation, persistence, and responsibility.
- **Listen** and respect your child's opinions. Keeping the communication channels open reduces anxiety and conflict.
- **Help** your child realize that you can learn together, but study time is a "do-it-yourself" project; however, express willingness to assist in understanding anything that needs clarification.
- **Monitor** your child's work at school by taking time to go over his/her papers daily.
- **Place** your child's papers from school and at home in a special area (i.e., on the refrigerator).

YOUR HOME SETTING should be an appropriate learning environment to help your child develop good study habits.

- **Observe** the positive reactions of your child toward learning and studying when offered a choice in the decision-making process.
- **Gather** pencils, pens, papers, crayons, ruler, scissors, tape, and glue and place in a container, so time is not wasted searching for supplies.
- **Choose** times to learn and study that are beneficial to your child. A good method is to keep a record of the various times and then decide when concentration seems best.
- **Determine** a practical area for learning and studying. A strong preference for working in an informal environment on the couch or floor, which allows for your child's mobility, may be more productive than sitting at a desk or on a hard chair.
- **Identify** elements that affect your child's learning and studying, such as noise versus quiet, dim versus light, cool versus warm temperature.



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WAYS TO SAY "VERY GOOD"

THAT'S GREAT!

YOU DID A LOT OF WORK TODAY.

EXCELLENT!

YOU'RE DOING FINE.

OUTSTANDING!

GOOD THINKING!

FANTASTIC!

YOU'RE ON THE RIGHT TRACK NOW.

YOU'RE GETTING BETTER EVERYDAY.

YOU ARE LEARNING FAST.

I'M HAPPY TO SEE YOU WORKING LIKE THAT.

I THINK YOU'VE GOT IT NOW!

YOU REMEMBERED!

YOU MUST HAVE BEEN PRACTICING.

YOU ARE REALLY LEARNING A LOT.

KEEP IT UP!

SENSATIONAL!

YOU ARE DOING THAT MUCH BETTER TODAY.

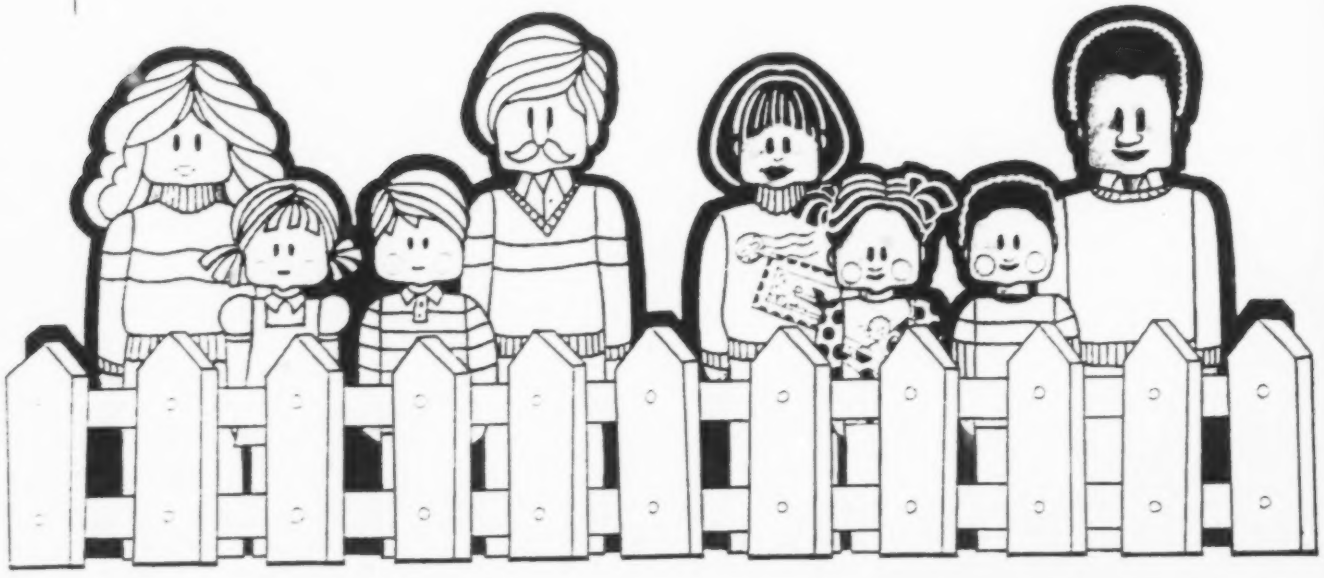
YOU HAVEN'T MISSED A THING.

THAT KIND OF WORK MAKES ME HAPPY.

YOU'VE JUST ABOUT GOT IT.

I'M VERY PROUD OF YOU.

KEEP ON TRYING.



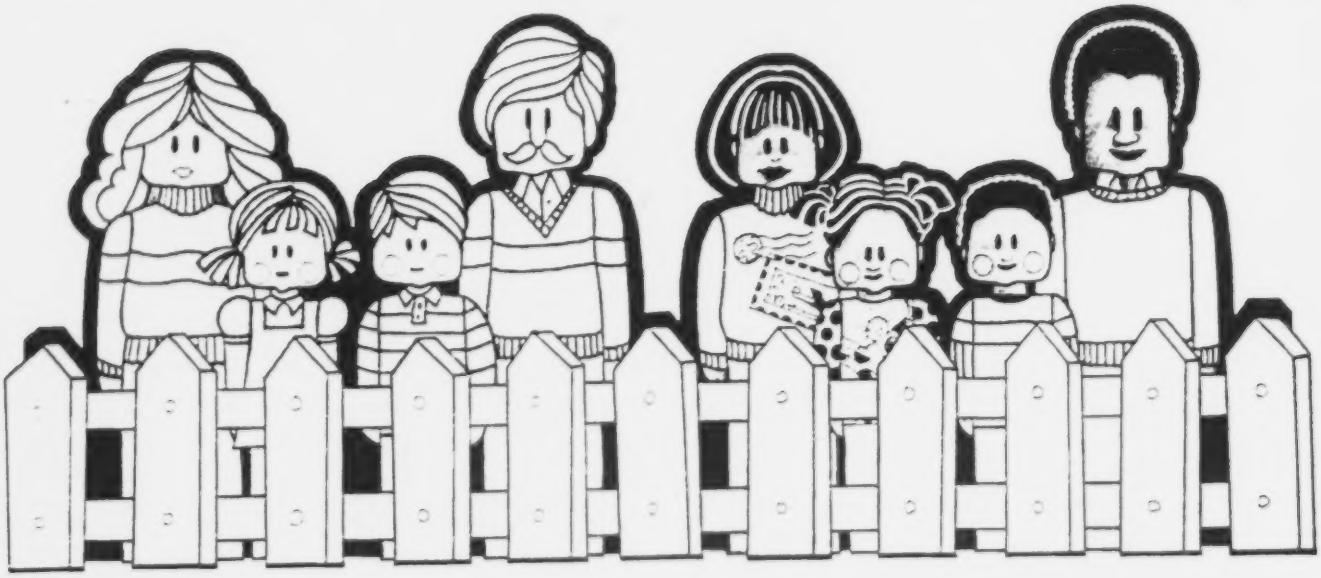
DOES YOUR HOME ENCOURAGE LEARNING?

Score two points for each statement that is "almost always true" of your home; score one point if it is "sometimes true"; score zero if it is "rarely or never true."

* Everyone in my family has a household responsibility, at least one chore that must be done on time. _____
* We have regular times for members of the family to eat, sleep, play, work, and study. _____
* Schoolwork and reading come before play, TV, or even other work. _____
* I praise my child for good schoolwork, sometimes in front of other people. _____
* My child has a place to study and books that include a dictionary or other reference material. _____
* Members of my family talk about hobbies, games, news, books we are reading, and movies and TV programs we have seen. _____
* The family visits museums, libraries, zoos, historical sites, and places of interest. _____
* I encourage good speech habits, helping my child to use the correct words and phrases and to learn new ones. _____
* At dinner, or some other daily occasion, our family talks about the days events with a chance for everyone to speak and be listened to. _____
* I know my child's current teacher, what my child is doing in school, and which learning materials are being used. _____
* I expect quality work and good grades. I know my child's strengths and weaknesses and give encouragement and special help when they are needed. _____
* I talk to my child about the future, about planning for high school and college, and about aiming for a high level of education and vocation. _____

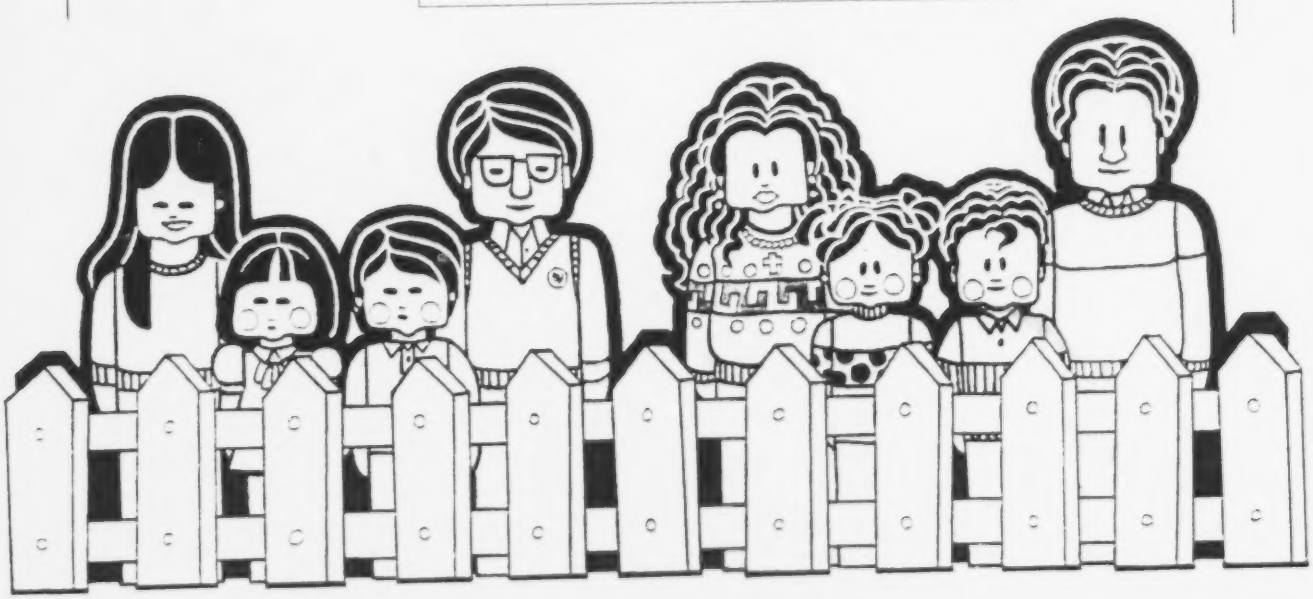
TOTAL _____

If you scored ten or more, your home ranks in the top one-fourth in terms of the support and encouragement you give your child for school learning. If you scored six or lower, your home is in the bottom one-fourth. If you scored somewhere in-between, you are average in the support you give your child for school learning.



GET SET

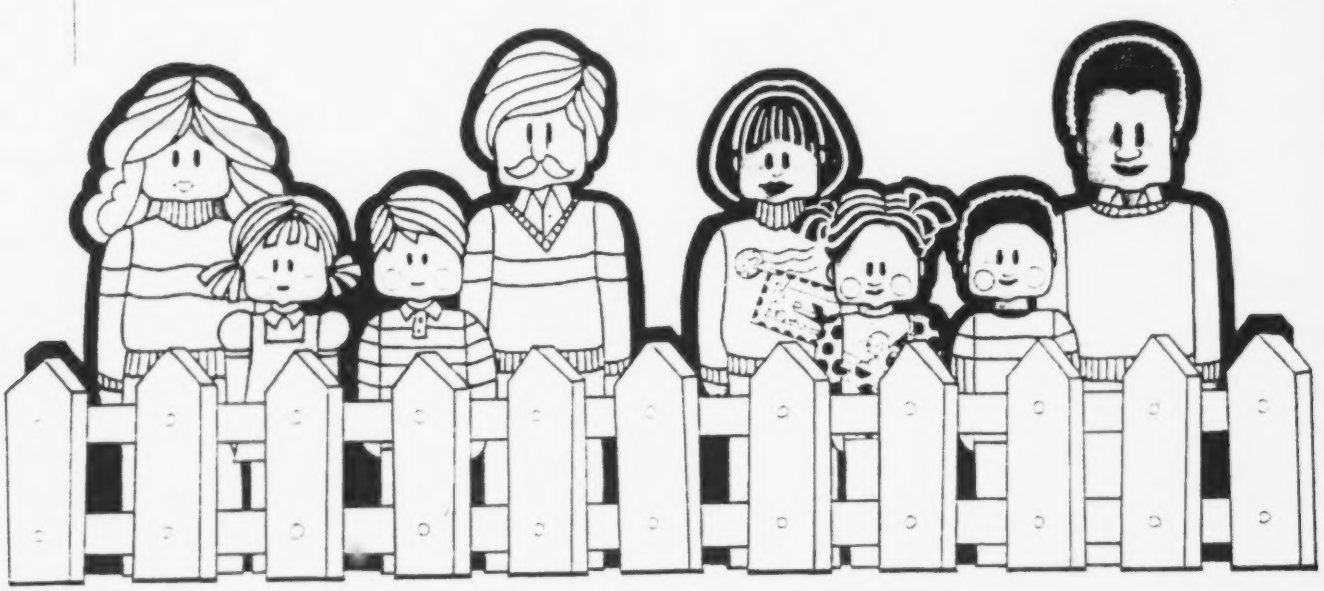
YOU can **enrich** your child's life
by modeling an excitement
for active learning through reading aloud.



THE TEN COMMANDMENTS OF READING ALOUD

1. **THOU SHALT** not commence reading to thy child any later than their first birthday.
2. **THOU SHALT** read aloud to thy child daily so that reading aloud becomes a habit in thy family.
3. **THOU SHALT** never read aloud books thou or thy child find boring.
4. **THOU SHALT** preview books to be read aloud to make sure they have parts that are exciting, or interesting, or warm and happy, or sad, or silly.
5. **THOU SHALT** read aloud these parts with great feeling.
6. **THOU SHALT** sit thy child on thy lap as thou read or at least snuggle real close as thou read.
7. **THOU SHALT** often let thy child pick the book to be read.
8. **THOU SHALT** not give up on reading aloud, since it is a habit and a pleasure that may, for some children or parents, take some time to cultivate.
9. **THOU SHALT** only "not read tonight" if thou art going to tell a story instead.
10. **THOU SHALT** ask thy relatives, friends, and/or other children to read aloud to thy young child.

(Written by Gerald Maring, a member of the International Reading Association's Parents and Reading Committee.)



PRIMARY LEVEL READ-ALOUD LIST

1. **Charlotte's Web** . . . . . E. B. White
2. **Seventeen Kings and Forty-two Elephants** . . . . . Margaret Mahy
3. **Sarah, Plain and Tall** . . . . . Patricia MacLachlan
4. **The Very Hungry Caterpillar** . . . . . Eric Carle
5. **Mufaro's Beautiful Daughter's** . . . . . John Steptoe
6. **Sing a Song of Popcorn** . . . . . selected by: Beatrice Schenk de Regniers et al.
7. **Stone Fox** . . . . . John R. Gardiner
8. **My Father's Dragon** . . . . . Ruth S. Gannett
9. **Miss Rumphius** . . . . . Barbara Cooney
10. **Wilfrid, Gordon, McDonald Partridge** . . . . . Mem Fox

The best way for parents to help their children become better readers is to read to them—even when they are very young. Children benefit most from reading aloud when they discuss stories, learn to identify letters and words, and talk about the meaning of words.

—"What Works"
U.S. Dept. of Ed.

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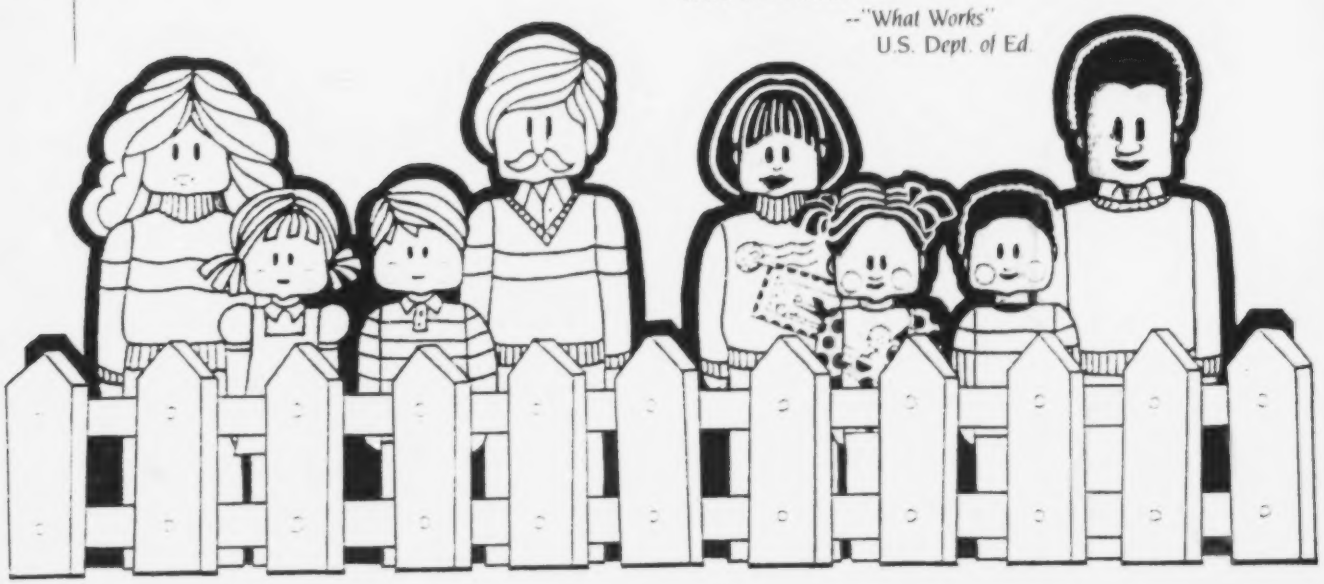
INTERMEDIATE LEVEL READ-ALOUDS

1. **The Green Book** . . . . . Jill Patton Walsh
2. **The Indian in the Cupboard** . . . . . Lynne Reid Banks
3. **Where the Red Fern Grows** . . . . . Wilson Rawls
4. **If I Were in Charge of the World and Other Worries** . . Judith Viorst
5. **Tales of Uncle Remus** . . . . . Julius Lester
6. **Skinny Bones** . . . . . Barbara Park
7. **The House of Dies Drear** . . . . . Virginia Hamilton
8. **The Curse of the Blue Figurine** . . . . . John Bellairs
9. **Stinker From Space** . . . . . Pam Service
10. **Beetles Slightly Toasted** . . . . . Phyllis Naylor

Children improve their reading ability by reading a lot. Reading achievement is directly related to the amount of reading children do in school and outside.

--"What Works"
U.S. Dept. of Ed.

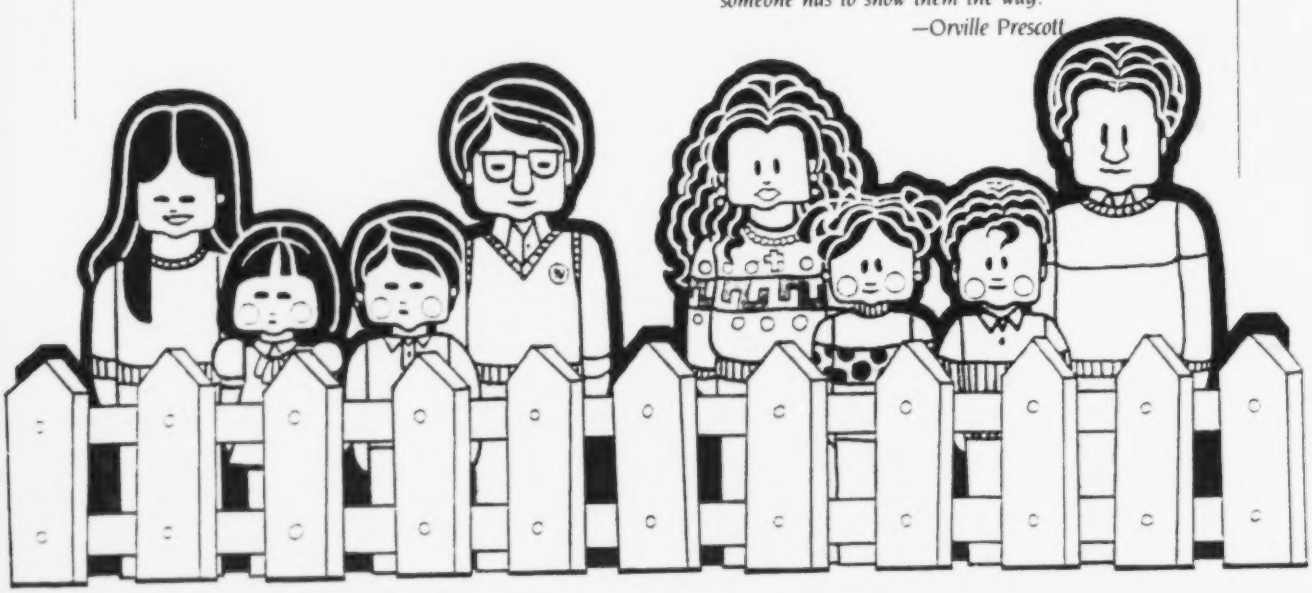


MIDDLE LEVEL READ-ALOUDS

1. **Hatchet** . . . . . Gary Paulsen
2. **Goodnight, Mr. Tom** . . . . . Michelle Magorian
3. **Summer of the Monkeys** . . . . . Wilson Rawls
4. **Wilderness Peril** . . . . . Thomas J. Dygard
5. **The Outsiders** . . . . . S. E. Hinton
6. **Wrinkle in Time** . . . . . Madelaine L'Engle
7. **Fifty Short Science Fiction Tales** . . . . . edited and introduction by Issac Asimov et al.
8. **Roll of Thunder, Hear My Cry** . . . . . Mildred D. Taylor
9. **The Other Side of Dark** . . . . . Joan Lowery Nixon
10. **Where the Lillies Bloom** . . . . . Bill and Vera Cleaver

Few children learn to love books by themselves. Someone has to lure them into the wonderful world of the written word; someone has to show them the way.

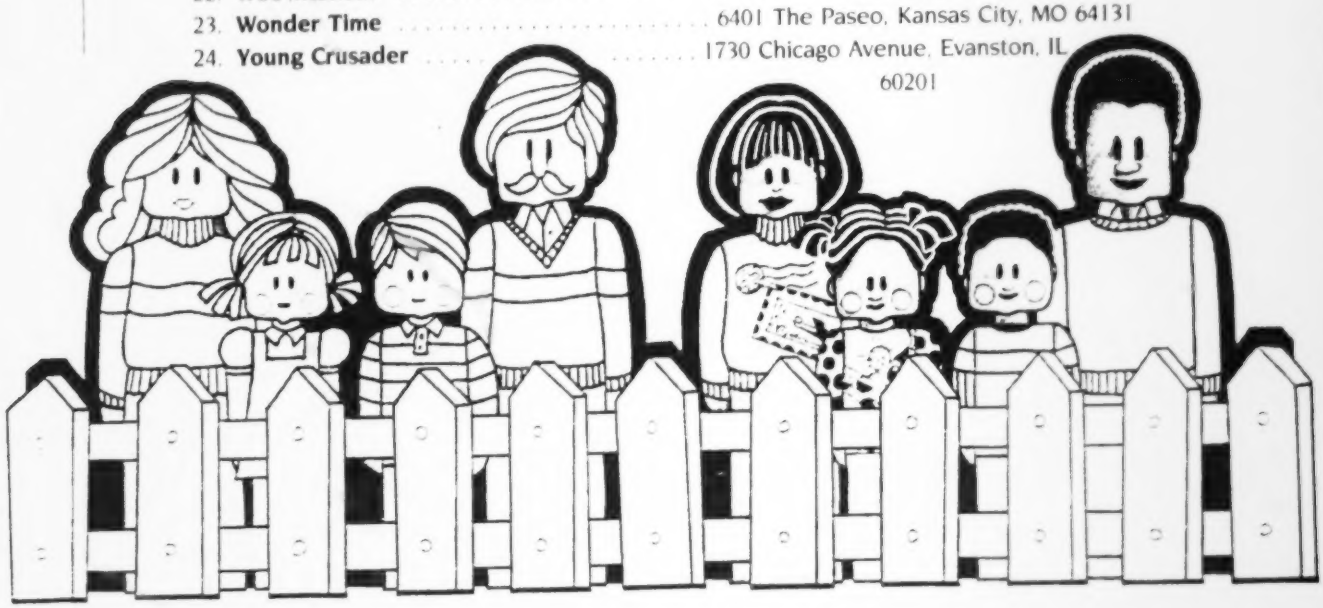
—Orville Prescott



MAGAZINE LISTING

An exciting new world opens up to your child through reading children's magazines. This list of magazines will stimulate children's reading habits and encourage lifelong reading.

1. **Alive** ..... Box 179, St. Louis, MO 63166
2. **Chart Your Course** ..... P.O. Box 6448, Mobile, AL 36660-0448
3. **Child Life** ..... 1100 Waterway Boulevard, Indianapolis, IN 46206
4. **Children's Digest** ..... 52 Vanderbilt Avenue, New York, NY 10017
5. **Children's House/Children's World,** ..... Box 111, Caldwell, NJ 07006
6. **Cricket Magazine** ..... Box 100, LaSalle, IL 61301
7. **Discovery** ..... 999 College Avenue, Winona Lake, IN 46590
8. **Ebony Jr.** ..... 820 East Michigan Avenue, Chicago, IL 60605
9. **The Friend** ..... 50 East North Temple, Salt Lake City, UT 84150
10. **Instructor** ..... 757 Third Avenue, New York, NY 10017
11. **Jack and Jill** ..... 1100 Waterway Boulevard, Indianapolis, IN 46206
12. **Merlin's Pen** ..... 98 Main Street, East Greenwich, RI 02818
13. **Owl** ..... 59 Front Street East, Toronto, Ontario M5E 1B3 Canada
14. **Prism** ..... 900 East Broward Boulevard, Ft. Lauderdale, FL 33301
15. **Radar** ..... 8121 Hamilton Avenue, Cincinnati, OH 45231
16. **Scholastic Magazines Inc.** ..... 50 West 44th Street, New York, NY 10036
17. **Sports Illustrated for Kids** ..... P.O. Box 830609, Birmingham, AL 35283-0609
18. **Sprint** ..... 50 West 44th Street, New York, NY 10036
19. **Story Friend** ..... Scottsdale, PA 15683
20. **Tigers and Lambs** ..... 2041 East Waverly, Tuscon, AZ 85719
21. **The Vine** ..... 201 Eighth Avenue, South Nashville, TN 37202
22. **Wee Wisdom** ..... Unity Village, MO 64065
23. **Wonder Time** ..... 6401 The Paseo, Kansas City, MO 64131
24. **Young Crusader** ..... 1730 Chicago Avenue, Evanston, IL 60201



RESOURCES FOR PARENTS

This list provides suggestions for your reading, to assist you in becoming a more involved parent in your child's education.

All I Really Need to Know I Learned in Kindergarten
Robert Fulghum
Ivy Book Publishing
a creative book of uncommon thoughts on common things

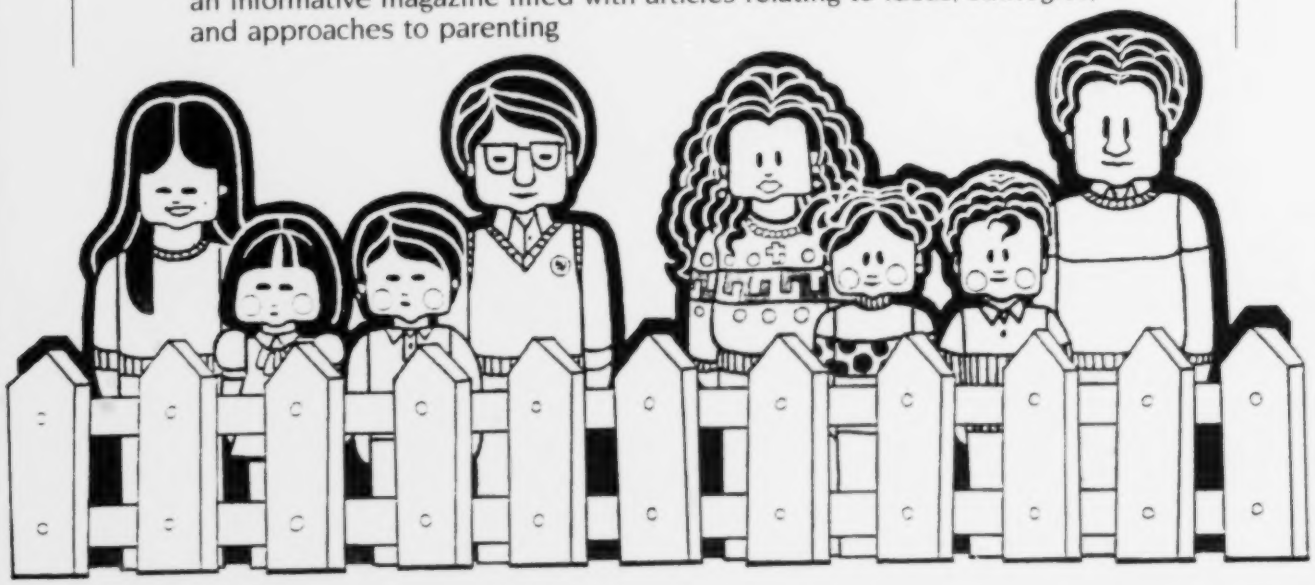
Choosing Books for Kids
Joanne Oppenhem, Barbara Brenner, and Betty D. Boegehold
Bank Street Publishing
offers comprehensive reviews for over 1,500 titles from your babies' first cloth books through the more complex books of adolescence

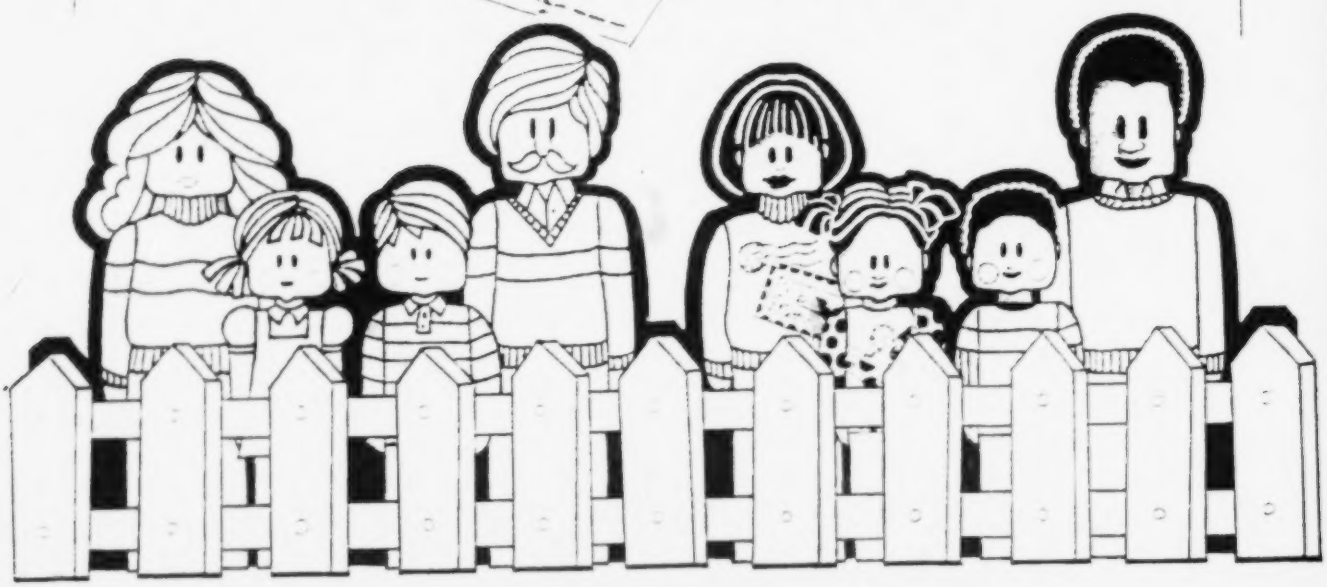
Draw-and-Tell
Richmond Thompson
fun activities to enhance reading, writing, listening, speaking, viewing, and shaping

Kids Are Natural Cooks!
Houghton-Mifflin Publishing
child-tested recipes for home and school using natural foods

Living, Loving, and Learning
Leo Buscaglia, Ph.D.
Ballantine Publishing
a challenging book which focuses on tomorrow's children

Parents' Magazine
an informative magazine filled with articles relating to ideas, strategies, and approaches to parenting

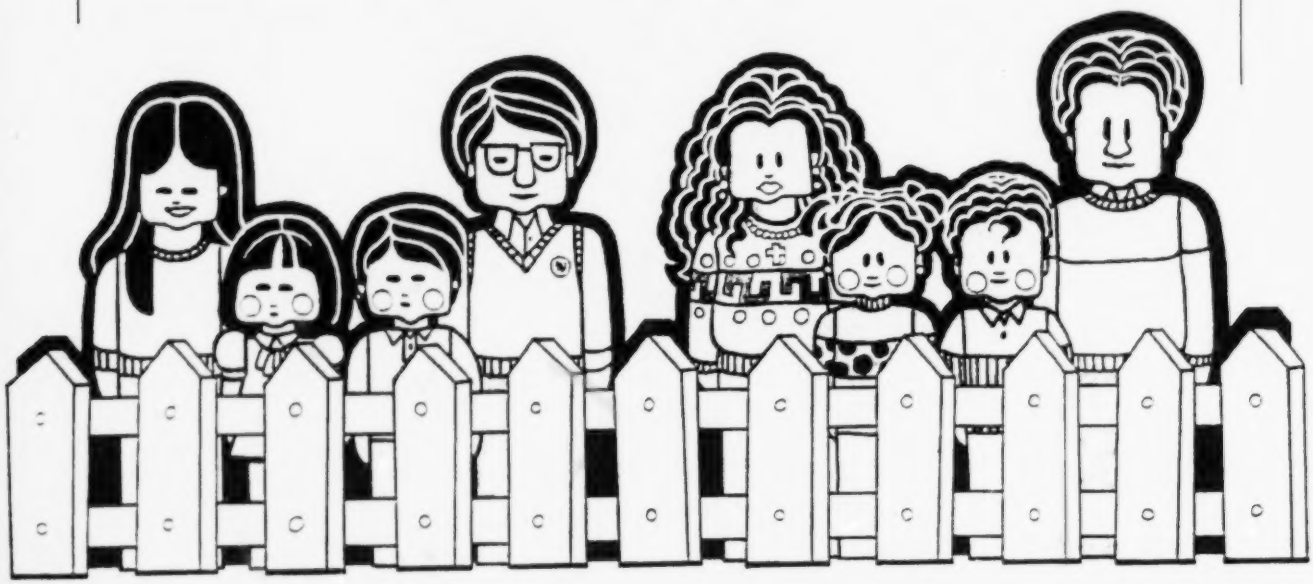




GET READY
GET SET

PARENT'S ROLE

You can do many **practical activities** at home to help your child succeed in school.

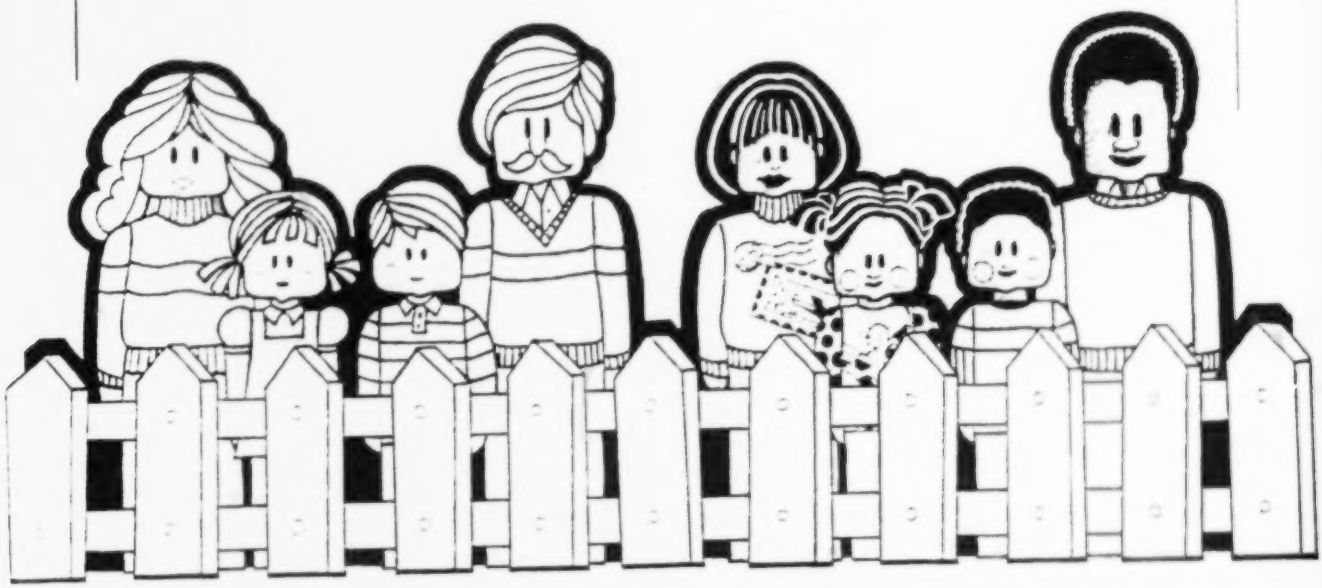


PRACTICAL ACTIVITIES AT HOME

4,575 GOLDEN OPPORTUNITIES TO BUILD ON WHAT YOUR CHILD LEARNS IN SCHOOL

If your child, like children in a recent report, spend 900 hours a year in the classroom and 3,285 hours in sleep, he has 4,575 hours "left over" . . . 4,575 golden opportunities to stretch his learning wings and to build at home on what he or she learns in school.

Looking toward the family
Ann Lockledge
Eric Report ED 283140

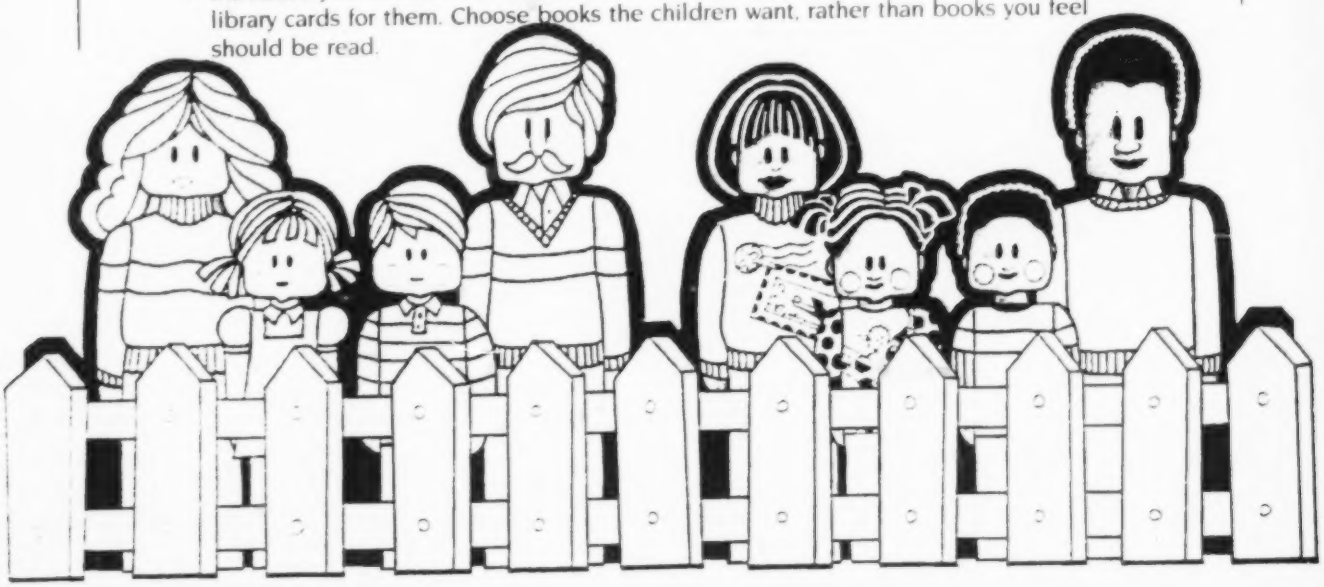


DO YOU?

- **Talk** to your children. Even at the baby stage—during the first few years—you should talk to children, not baby talk but real words. The more words children say, the easier it is for them to learn to read.
- **Listen** to your children. Get your children to talk about things they see and do. Good talkers make good readers. And children will talk if they know that someone will pay attention and listen.
- **Read** to your children. Resolve to read to them at least 15 minutes a day.
- Give tasks which require concentration on one thing at a time. Make the job appropriate to the children's ages and abilities. We become a little better person every time we finish a job successfully—this is true of children too. Parents can build success into their children's lives. Always follow through so tasks are completed.
- Occasionally omit a word while reading and let the children supply it.
- Have the children sometimes retell a story in their own words.
- Let the children make predictions. What do you think will happen next? How do you think the story will end?
- Give purposes for listening or watching. Watch to see how many red cars we pass. If there is construction, street repair—"Let us watch to see what they do first, second, etc."
- Give directions carefully. Make them simple and make certain the children's attention is not divided. Kneel, if necessary, so eye contact can be easily made, even take their hands in yours.
- When directions are given—follow through to see that they are carried out—be understanding if there has been a misunderstanding—we do not always communicate well with each other—"put it away" can mean many things. And make sure you thank or praise or compliment on a job well done or an effort appreciated.
- Play games that require following directions. Example: A spoon game—start like this: child covers eyes and turns around—"I have put the spoon UNDER something. Can you find it." Also use words such as ON TOP OF, BESIDE, IN, NEXT TO, etc.

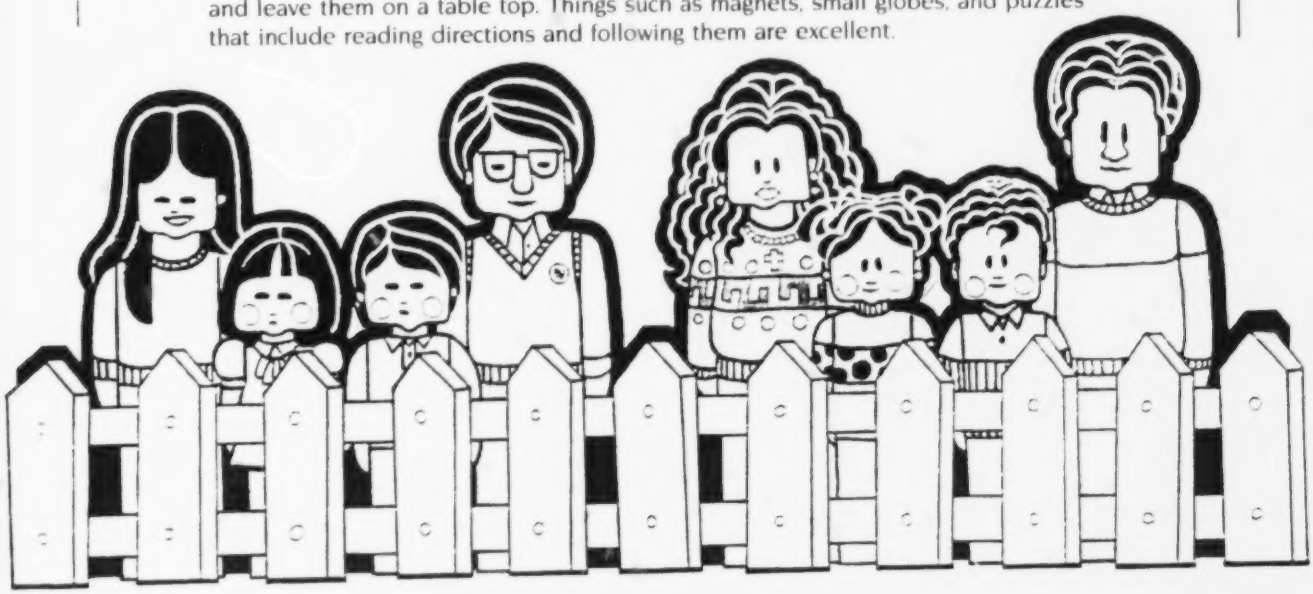
DO YOU?

- Ask your child to put the spoon ON the chair, UNDER the chair, or beneath the table. When the child can handle one direction, use two spoons and give two directions. Paying attention and working with words that teachers use in giving directions and following directions is important and FUN too!
- Begin talking about letters with your children's names or things that are special or liked, always following the children's lead or interest.
- Talk, talk, talk to your children, starting at birth. Talk about everything you are doing. It goes like this—"I am going to use this new pink soap today for your bath." "Dad needs to put a new light bulb in because the old one burned out."
- Help your children by using a variety of words with similar meaning. We are going on a trip. We are going on a journey or excursion. Long words are very fascinating to young children.
- Take your children to many places in the neighborhood, to local places as well as on longer trips. A wealth of things to talk about are close by, and when you go—talk about things you see and give your children chances to use the new words. "Tell Mom what we saw on our walk?"
- Talk to your children using complete sentences; this helps in learning the kinds of sentence patterns that we use in our language.
- Listen to your children. No matter what they are saying, it is not only valuable practice in using words, but it lets your children know that you have respect for them as individuals, different from all others. This assures the children that you think of them as important; therefore, they know the ideas and thoughts being said are important, too.
- Give extra opportunities to read, such as reading the directions for a new game or for putting model airplanes together. Ask the children to "help you" by reading the cookie recipe or traffic signs.
- Introduce your children to the pleasures of the public library. Let them browse. Get library cards for them. Choose books the children want, rather than books you feel should be read.



DO YOU?

- Load up on back issues of the *National Geographic* at your secondhand store. Turn your children loose with them on the next rainy day. They will read them, make scrapbooks and posters, and learn about the world they are living in.
- Dictate a list of items you wish to purchase at the grocery store. Have the children compare the prices at various stores in order to get the best buys and make lists of items to be purchased from each store.
- Know if your children "hate" certain subjects? Find out why. Maybe they "caught" your own dislike for a certain subject. Seek the reason behind their dislike, then enlist the teacher's help so you can work together to conquer it.
- Learn as much as you can from the school principal and teacher about school curriculum, teaching methods, club activities. Then you can give your children help that fits realistically into their everyday learning programs.
- Help your children when they are writing a school report. Show them that information from several sources is better than relying on just one book. This way the children will get acquainted with the wide world of "available sources" that awaits them on any given topic.
- Encourage hobbies, such as photography, sewing, embroidery, growing plants, C B radio, jewelry making, leather, and bead work.
- Help your children plan ahead for what they want to watch on TV by reading a TV guide in a magazine or newspaper and the synopsis (summary) that goes with the program.
- Play scrabble with your family using the dictionary and a pocket *Thesaurus* in dictionary form (this is a book of synonyms).
- Leave notes for your children in a prearranged place which gives information or instructions.
- Buy inexpensive, interesting odd things that will stimulate conversation and research and leave them on a table top. Things such as magnets, small globes, and puzzles that include reading directions and following them are excellent.



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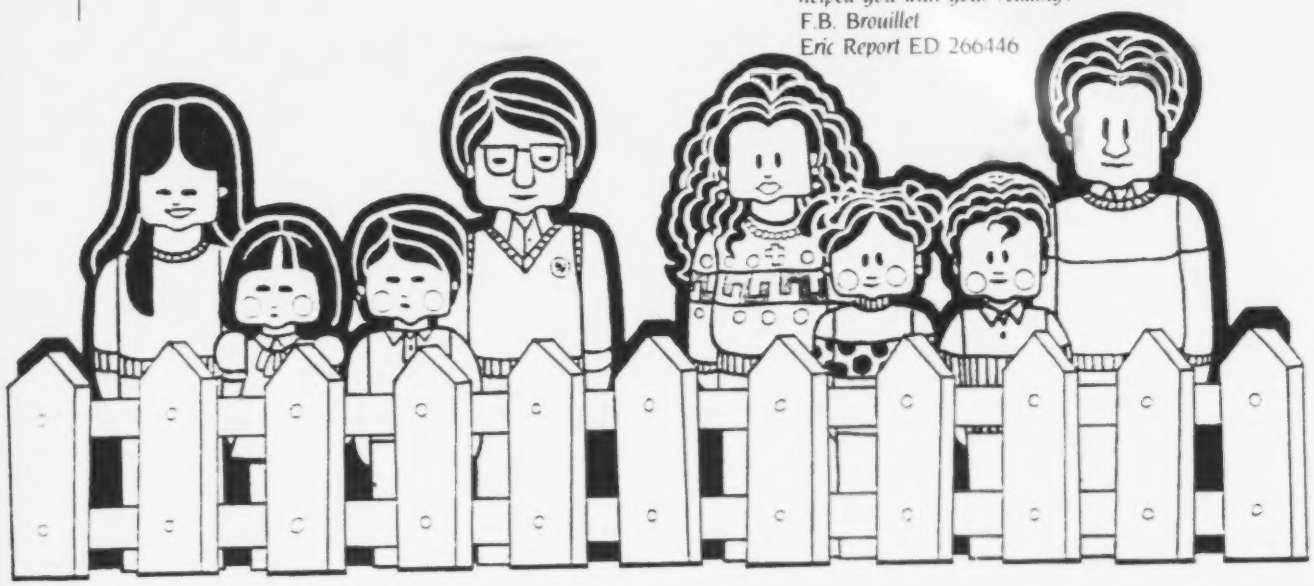
DO YOU?

- Let your children see you reading frequently, sharing choice passages with others, referring to books for answers.
- Encourage your children to be "collectors." Provide a place for their collections, even if it is just a drawer, a shoebox, or a shelf on the bookcase of their own. An opened orange crate provides shelves for "display" of rocks, insects, leaves, stamps, shells. A picture frame can display your children's summer collection of flowers and leaves.
- "Label" household objects with their names printed in big bold letters on masking tape while your children are learning to read.
- Provide your children with notebooks and pencils. Encourage them to draw pictures and make notes of things that interest them along the way . . . state capitals, factories, waterways, animals. Help them collect samples of things to take back to the classroom—Spanish moss in Louisiana, shells on beaches, cotton in the South.
- Provide map puzzles which are good "learn as you play" items for youngsters. Distinctive shapes of states, countries, and continents form mind pictures to help them remember.
- Let your children dictate their own stories from daily experiences. They will enjoy watching you write them down and will feel an author's pride in the books that result.
- Watch television, rather than a reading book, if it is more interesting, see which programs the children prefer and provide suitable books on the same subjects.
- Make cakes or other desserts from packages which help the family, while providing excellent opportunities for measuring and reading directions.
- Ask the children to work with you on the route for a trip and list things the family will want to see along the way.
- Provide your children with a reliable home dictionary and encyclopedia. Encourage them to look up subjects that puzzle or are of interest. In school, reading lessons now include library research.
- Encourage your children to do more reading by subscribing to a children's magazine. They will look forward to the date the magazine arrives and will read it eagerly.

DO YOU?

- Encourage your children to read the advertisements for clothing, etc., in catalogues before buying them. Show them how to use a buyers' guide before buying larger items.
- Keep a large calendar with family and individual events written on it posted in an obvious place (i.e., magnetic clips to refrigerator).
- Select a picture and make a list of words which describes the picture or details in it.
- Change slang expressions into good usage and attempt to broaden the vocabulary by substituting other synonyms.
- Help your youngsters develop a scientific attitude, bringing the scientific approach to bear on everyday events. When someone makes a broad general statement, challenge it with questions like, "How do you know?" or "Where did you get those statistics? Let's see your proof." Such a discussion sparks youngsters to a dogged tracking down of facts. And it teaches them, above all, to approach all generalities with a critical, "You've got to show me!"
- Add, subtract, multiply, and divide license plate numbers.
- Estimate when you have traveled a mile (5-10 miles), then, check it on the odometer.
- Sing favorite songs with your children.
- Keep a poetry book in your car for your children to read and share.
- Play the buying game with your children by saying, "I'm going to (A)ustrailia and I'm going to buy an (a)nteater." Then, the next person repeats the sentence and adds a new place and item that starts with a "B." See if the people in the car can travel from A-Z.
- Carry a travel bag for active learning in the car or at the doctor's office. Items may include crayons, drawing paper, pencils, notepad, flash cards, blocks, and books.

Remember how nice it was when someone helped you with your reading?
F.B. Brouillet
Eric Report ED 266446



PARENT COMMITMENT CARD

_____ I will talk with my child daily.

_____ I will praise my child's efforts and achievements.

_____ I will read or listen to my child read 15 minutes a day.

_____ I will build self-discipline habits in my child's behavior.

_____ I will stress the importance of regular school attendance in my child.

_____ I will encourage my child to complete all homework assignments.

_____ I will communicate with my child's teacher/s on a regular basis.

_____ I will attend parent-teacher conferences.

_____ I will participate in or attend at least three school functions this year.

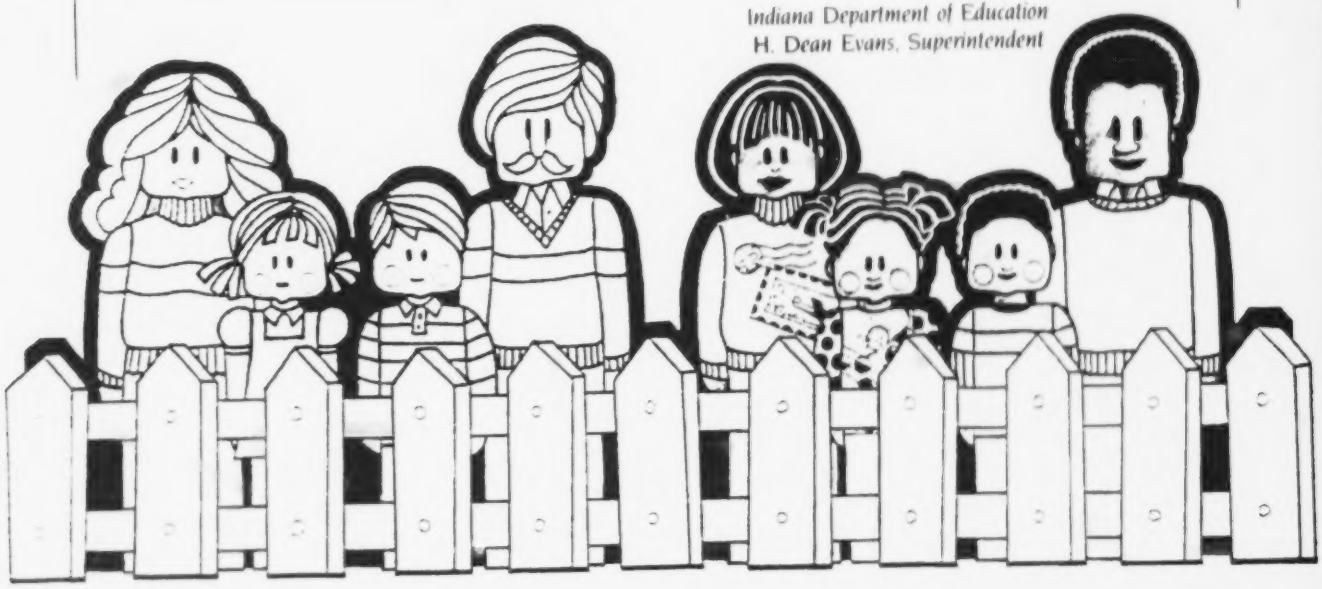
Parent's Signature _____

Child's Name _____

Teacher's Signature _____

Date _____

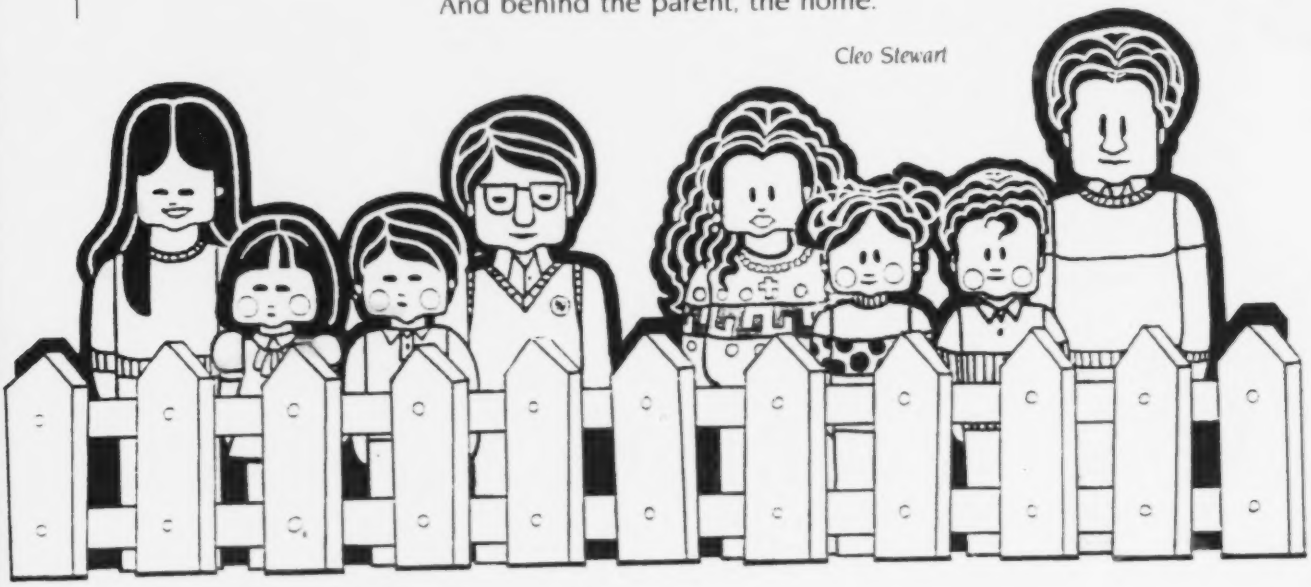
Indiana Department of Education
H. Dean Evans, Superintendent



UNITY

I dreamed I stood in a studio
And watched two sculptors there.
The clay they used was a young child's mind
And they fashioned it with care.
One was a teacher, the tools he used
Were books, music, and art;
One was a parent, who worked with a
Guiding hand, and gentle, loving heart.
Day after day the teacher toiled
With a touch that was deft and sure
While the parent labored by his side
And polished and smoothed it o'er.
And then at last their task was done.
They were proud of what they had wrought,
For all the things they had molded into the
Child could neither be sold or bought.
And each agreed they would have failed
If he had worked alone,
For behind the teacher stood the school
And behind the parent, the home.

Cleo Stewart



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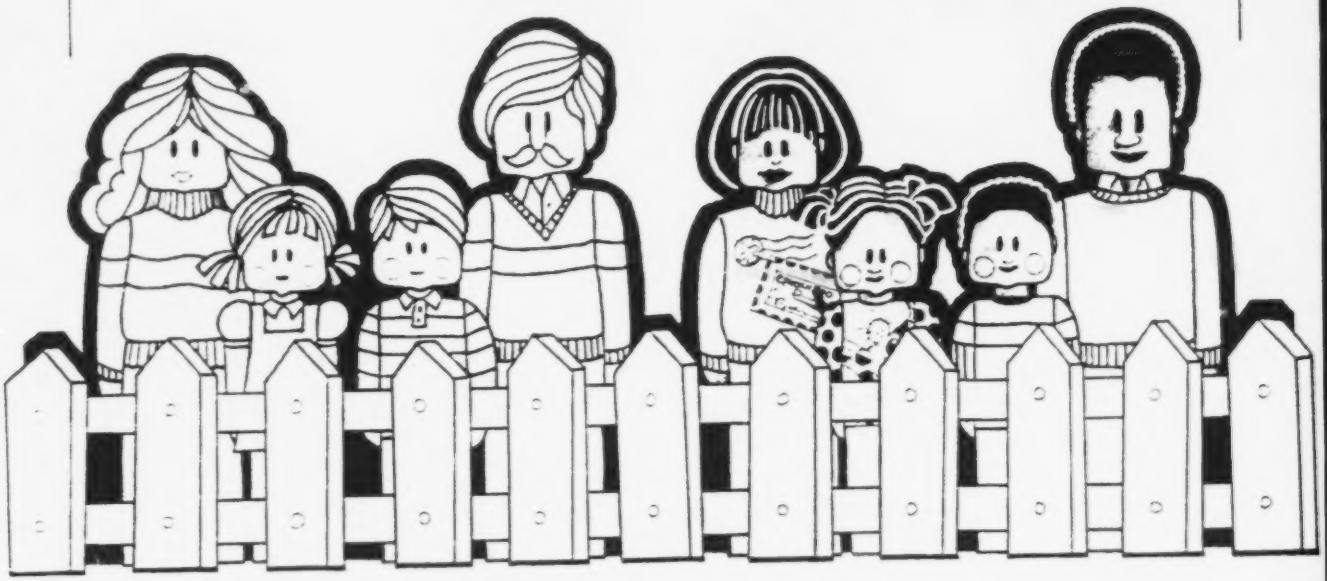
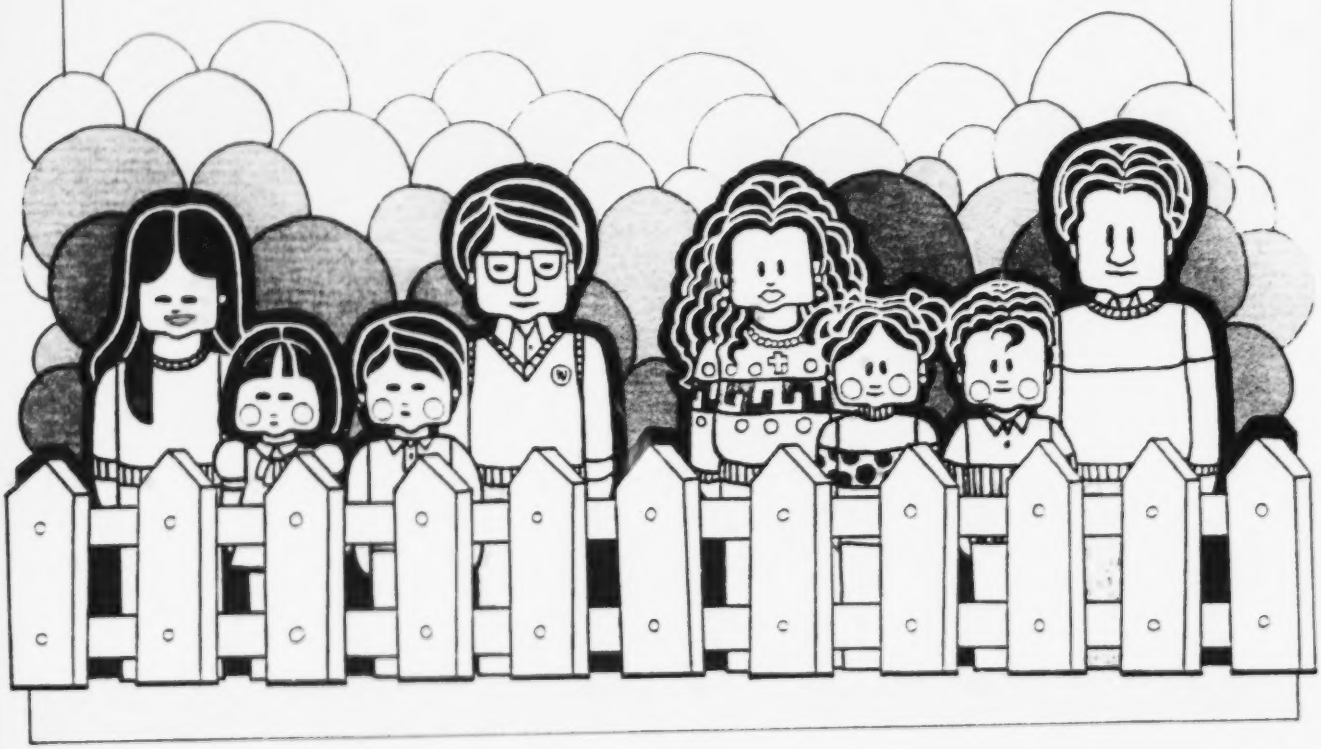


Policy Notification Statement

It is the policy of the Indiana Department of Education not to discriminate on the basis of race, color, religion, sex, national origin, age, or handicap, in its programs or employment policies as required by the Indiana Civil Rights Act (I.C. 22-9.1), Title VI and VII (Civil Rights Act of 1964), the Equal Pay Act of 1973, Title IX (Educational Amendments), and Section 504 (Rehabilitation Act of 1973).

Inquiries regarding compliance with Title IX may be directed to the Human Resources Director, Indiana Department of Education, Room 229, State House, Indianapolis, IN 46204-2798, or to the Director of the Office of Civil Rights, Department of Health and Human Services, Washington, DC; **H. Dean Evans, State Superintendent of Public Instruction**.



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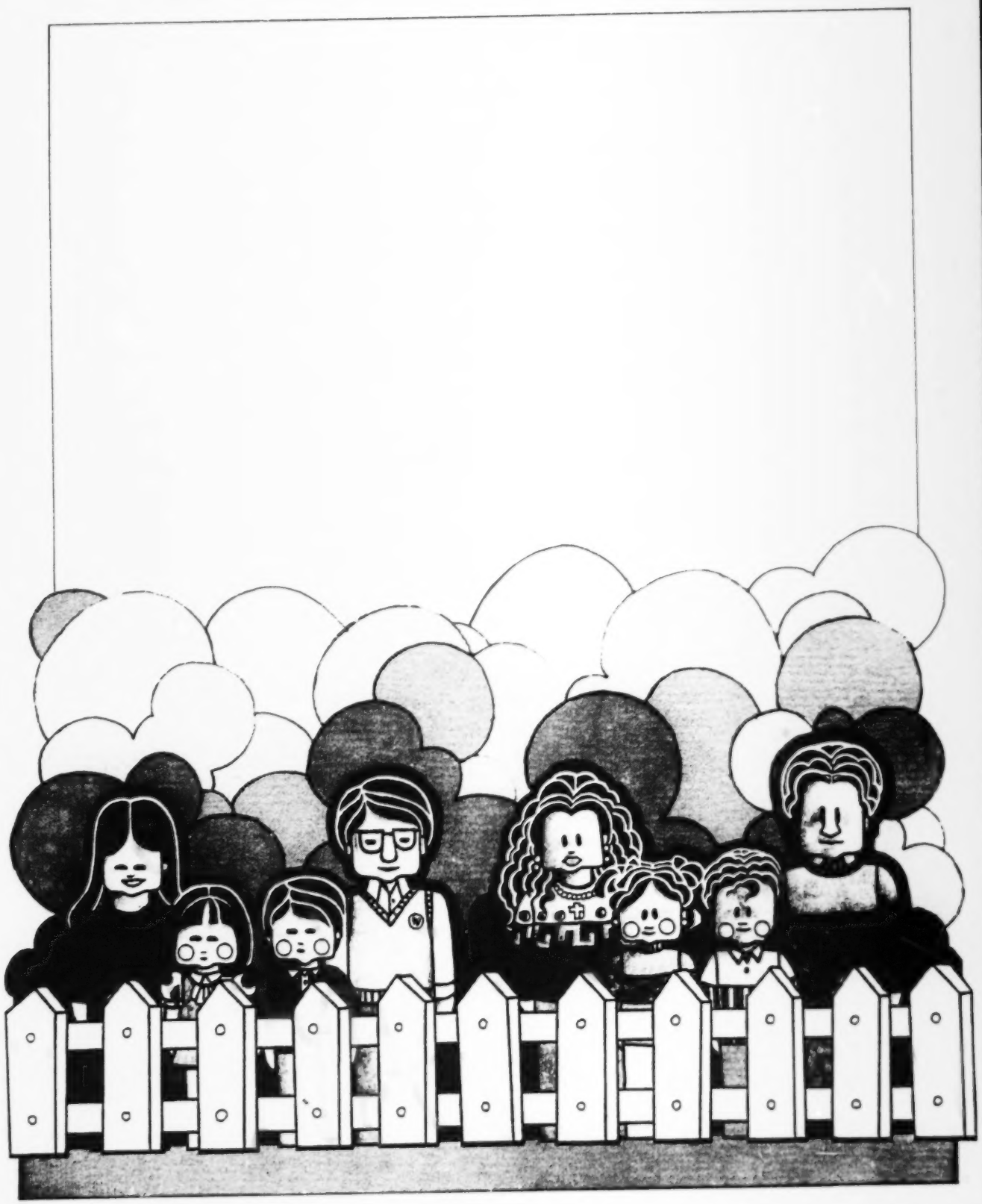

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